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ABSTRACT

Six programs demonstrating some of the ways colleges and universities are strengthening their advising programs to help students attain liberal educations are described, and an essay by Thomas J. Grites is presented. In "Academic Advising: An Atlas for Liberal Education," Grites defines academic advising as a decision-making process during which students realize their maximum educational potential through communication and information exchanges with an adviser. Grites further delineates the scope of advising with the inclusion of an understanding of the value and purpose of general education and the encouragement to participate in various extracurricular organizations and activities. The six programs described in this issue are as follows: Faculty and Peer Advisers at Marymount Manhattan College; Advising and Student Services at Oregon State University; University Division at Bowling Green State University; Academic Advising Office and Information Counter at University of Rochester; Paraprofessional Academic Advisers at Ocean County College; and Division of Undergraduate Studies at Pennsylvania State University, Fayette Campus. The Bowling Green and Pennsylvania programs are directed to helping undecided students stay in school. Oregon State's program is designed to assist both high school and community college students adjust to the university, and the University of Rochester provides immediate advising aid at its Academic Information Counter. Marymount Manhattan's peer advising and Ocean County College's paraprofessional program provide alternatives to traditional faculty advisers. Descriptions of resources and other college porgrams are included. (SW)

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Academic Advising

With declining enrollments and increasing costs, more and more institutions of higher education are devoting time and energy to recruitment and retention of students. The contacts established through effective academic advising have proven to be successful in motivating undergraduates to enroll and to continue in school. But academic advising is more than a tool for keeping students in the classroom. At its best, academic advising illuminates the many avenues open to students and assists them in deciding which to explore first. At its worst, academic advising is merely a signature okaying a class schedule.

In his essay, Thomas J. Grites defines academic advising as "a decision-making process during which students realize their maximum educational potential through communication and information exchanges with an adviser." Grites further delineates the scope of advising with the inclusion of an understanding of the value and purpose of general education and the encouragement to participate in various extracurricular organizations and activities.

The six programs featured in this issue of The Forum for Liberal Education *demonstrate some of the ways colleges and universities are strengthening their advising programs to help students attain liberal educations. Some, such as Marymount Manhattan's peer advising and Ocean County College's paraprofessional program, have experimented with alternatives to traditional faculty advisers. Others, including Bowling Green and Penn State at Fayette, concentrate on helping undecided students stay in school. Oregon State has developed a program aimed at assisting both high school and community college students adjust to the university, and the University of Rochester provides immediate advising aid at its Academic Information Counter.*

Academic Advising: An Atlas for Liberal Education

by Thomas J. Grites
Director of Academic Advising
Stockton State College

Most everyone who has traveled on a vacation by car has experienced many of the same situations. Several days—sometimes weeks—of advanced planning seem to fall apart as essential items are left at home, motel and tour reservations are lost, roadside markers are missing, and the trusty road atlas fails to indicate detours, traffic jams, and other unpredictable menaces.

Most college students embark upon their ventures into higher education under many of the same conditions. They have made calculated plans with the help of counselors, parents, and friends; many have learned to prepare for entrance exams and personal interviews; some have charted clear routes to career opportunities and even specific jobs; others have allowed for options if they present themselves; but few have been forewarned of the unpredictable

situations they will (predictably) face as they encounter the college experience.

Once on the campus a variety of services exist to assist the student with meeting the demands of college life. One service which has only recently been recognized for its significant contribution to student satisfaction with the college experience is academic advising. Good advising programs result in better student attitudes, self-concept, and intellectual and interpersonal development. What has not been totally recognized, however, is the potential for achieving a comprehensive, integrated, liberal education that this process presents. This essay attempts to create a better awareness of this potential and offer suggestions for achieving it.

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Academic advising in American higher education has evolved from a routine, isolated, single-purpose, faculty activity to a comprehensive process of academic, career, and personal development performed by personnel from most elements of the campus community. This evolution has resulted from changing enrollment patterns, a new diversity of college students, increased student involvement in academic processes, and the recent economic and labor conditions of the country; it has been reflected in the attitudes toward advising and a changing definition of advising.

The attitudinal changes toward advising have been stimulated by student concerns for more interpersonal campus relationships, by the need for better academic planning, and by the concern over increased attrition rates. A new definition describes academic advising as a decision-making process during which students realize their maximum educational potential through communication and information exchanges with an adviser. It is ongoing, multifaceted, and the responsibility of both student and adviser. The adviser serves as a facilitator of communication, a coordinator of learning experiences, and a referral agent. It is the "coordinator" role that provides the greatest potential for achieving the goals of a liberal education.

Students and advisers alike initially tend to consider academic advising as merely a course selection and scheduling process which provides landmarks along a path already mapped by the college catalog. The adviser, however, has the opportunity to extend that function, relationship, and learning experience beyond the predetermined route.

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Each student has probably been made aware of the general education, liberal arts, or core requirements for all students at the institution. In some cases, these requirements are to be completed in the first year or two; in others no specific time frame is indicated. In all cases, however, those courses are designed to provide that component of the college curriculum that enables students to branch out from their specialty (major) and, therefore, distinguishes them as educated persons. Unfortunately, the students often value these courses as nothing more than the requirements they are. They choose general coursework merely to fill boxes on a sheet of requirements without any understanding of how general education contributes to a broader framework from which they must make informed decisions and develop problem-solving abilities, useful in a constantly changing society. With the assistance of their advisers, however, students can be helped to understand the purpose and value of general education *while* they are experiencing it, rather than postponing this awareness until many years after undergraduate school.

Similarly, other institutional requirements, policies, and procedures which may be encountered in the advising process need to be explained and clarified. These might include course scheduling patterns, registration procedures, grading practices, and academic honesty policies. Advising is much easier when both parties understand the "ground rules" under which they must operate. Furthermore, nothing serves to undermine the advising process, or the likelihood of student success, more than advisers who might agree with student complaints about institutional standards when they themselves have inadequate understandings of these. Advisers, therefore, must gain these understandings and pass them on to their students through the advising process.

Once the basic advising framework has been established the adviser has additional opportunities to extend the process into other areas that enhance liberal education. One of these opportunities lies in the simplest advising function—course selection. Students certainly make their course selections in order to insure the completion of requirements for graduation, but the adviser should recognize the alternative selections available that would meet the same objective and discuss these with the student. Such exploration might reflect initial student choices that are based solely on instructor reputation, level of difficulty, or time of day. Certain alternatives might enhance both the student's major and liberal education by developing a new area of expertise such as in a language or culture, in writing or analytical skills, or in technical or organizational abilities.

Another area into which the adviser should intrude is that of the student's study habits and skills. One way to monitor academic progress, without the luxury of exam scores or final grades, is to review the way students attempt to gain and retain the knowledge they are expected to acquire in college. The adviser can review students' notebooks or texts to determine the efficiency of their note taking, outlining, reading, and other organizational skills. These skills may be some of the most valuable in all of liberal education; they are skills that are necessary throughout the college experience and, more importantly, in all future career settings.

Since most advisers are preoccupied with the curricular aspects of advising, it is understandable why the many cocurricular opportunities for students are easily overlooked during the advising process. However, many of these activities could prove to be valuable learning experiences for students as they prepare themselves for life after college. For example, students should be encouraged to attend dramatic and artistic performances, guest lectures on various topics, and other exhibitions and performances; they should explore participation in various student clubs, organizations, publications, and recreational activities; and they should be encouraged to serve on institutional or departmental committees. In all of these activities, the student's liberal education is enhanced through awareness and critical appraisals, through better understandings of organizational behaviors, and through leadership opportunities. The adviser's encouragement can provide the impetus for the student's involvement in some of these sup-

plemental activities which contribute to the overall undergraduate experience.

Another opportunity for advisers to extend the academic advising process is through referrals to the other service offices available on the campus. A direct link to the academic advising function exists with the career development and planning office. Career choices, alternative options to these, graduate and professional school criteria, and specific job placement are facilitated by this office. Though the adviser should contribute to these planning efforts with the student, the additional expertise and resources available in this office need also be utilized in order to maximize the student's career potential.

Although the adviser's review of study skills was suggested above, an important referral source to be utilized is the learning resources center. More specific diagnosis of learning/studying deficiencies and more professional prescriptions for remediation are available through this service office. These services are especially useful in the early college years, but are not limited to freshmen. Seniors, too, can benefit from the improved writing, reading, and analytical skills that are developed in this center.

Other referrals might be made to the financial aid office for those students in need of financial assistance and for those who may qualify for available scholarships, to the counseling or health centers for those experiencing more personal concerns, and to the registrar for records clarification. Some campuses also have an office that coordinates externship, volunteer community service, and other experiential learning opportunities for students desiring a practical assessment of their interests or application of their skills.

Beyond these specific offices available for adviser referral and student assistance are additional, ongoing, programmatic efforts which involve students in various ways. These include admissions and orientation efforts, both on-campus housing and commuter student programs, and the numerous social and recreational events available throughout the year.

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This essay has attempted to present an extension of the academic advising process in higher education that will contribute to the student's liberal education in ways that might have been heretofore overlooked. A successful undergraduate liberal education may be presented in the college catalog, but many unforeseen complications and opportunities arise along the way. The academic adviser, the student's guide in this venture, should recognize these situations and help the student chart alternative routes to the same destination. Following the catalog will eventually culminate in a baccalaureate degree, but without a thorough understanding of the total college experience, liberal education may not be achieved. Only by understanding better the institutional framework through which the degree is earned, by developing more self-awareness in one's interests and abilities through participation in various activities and programs, and by utilizing all available resources on the campus can our undergraduate students truly experience and understand the value of a liberal education. The academic advising process, with the adviser as an active guide, offers divergent opportunities that enhance the predetermined route; this process serves as an atlas for liberal education.

Marymount Manhattan College

Faculty and Peer Advisers

Helping students select balanced liberal arts programs is one of the main purposes of Marymount Manhattan College's Office of Advisement. Undergraduates at the traditionally all women's college consult with faculty and peer advisers and participate in a wide range of advising activities.

The advising office opened in 1975 when administrators recognized that students were having difficulty choosing well-rounded courses of study under Marymount Manhattan's five-year-old open choice curriculum with major requirements only. Assisting students in making decisions is a staff that includes a director of advisement, an assistant director, a special sessions adviser, and an outreach adviser. Each staff position has clearly defined responsibilities in addition to administrative duties. The director's responsibilities include supervising all academic advising activities, advising all day students prior to enrollment, and reviewing students' academic records. The assistant director and special sessions adviser are charged with advising evening and weekend students. Undecided majors and undergraduates with academic difficulties meet with the outreach adviser.

After day students have enrolled at Marymount Manhattan they are assigned to the outreach adviser if they are undecided majors or to a faculty adviser in their division of study if they have declared a major. Faculty advisers are appointed by the academic dean after recommendation by their division chairperson and the director of advisement. This recommendation is based on the potential adviser's interest in advising, ability to work one-to-one with students, and willingness to commit time to advising assigned students.

In addition to faculty advisers, undergraduates also meet with peer advisers. These advisers are at least sophomore level students who help in advising and providing information about the college. Peers are selected by the director of advisement after faculty recommendations and division chairperson approval. Each peer must have good academic standing and demonstrate interpersonal skills, a willingness to set aside time for advising, and knowledge of the college and division requirements.

Peer advisers work in their own division and are appointed in numbers proportionate to the number of students in each division. Division chairpersons define their peers' assignments and participate in evaluating each peer's performance. For instance, peer advisers in the business division handle all preliminary advising for the large group of business students. The division requires all its students to visit a peer adviser before scheduling an appointment with a faculty adviser.

Peer advisers also are available at the Peer Adviser Booth before and during registration. The booth is set up in a central location and is continually staffed by peer advisers. According to the director of advisement, both students and peers enjoy the immediate exchange of information. Pictures of all peer advisers are displayed by major, and students fill out message slips to contact the adviser of their choice. Peer advisers' phone numbers are not given out; students must wait for a peer adviser to call them. Available at the booth are course format forms prepared by professors for each of their classes. The forms

allow students to check which courses require weekly examinations, research papers, and extensive reading. By providing this information, the director believes students are able to balance their course load between classes with weekly papers and those with only a final examination.

Peer advisers also assist in conducting advisement seminars for incoming students each term. The seminars cover such topics as faculty and peer advising, evaluating courses, and the advantages of advising during course selection and registration. The peer advisers prepared a handout for students attending the seminar which outlines the steps in registration.

Both faculty and peer advisers participate in training workshops sponsored by the Office of Advisement. Scheduled three times a year, the workshops include role playing to acquire and practice advising skills, videotaping the role playing exercises to allow participants to judge their effectiveness, discussing actual situations that have arisen during advising, and learning new information about the school and its divisions. Besides the advising staff, administrators and faculty lead sessions at the workshops. During a recent meeting a professor of psychology conducted the role playing exercises, and the directors of career development, admissions, financial aid, and human relations discussed the functions of each office. The director of advisement believes the workshops are well-received by both faculty and peer advisers and has found that peers especially value the opportunity to meet faculty outside their divisions.

Other activities managed by the advising office include the preparation and updating of the faculty and peer advisers handbook and the co-sponsorship of the Idea Fair for Deciding Majors. The handbook includes routine information on the advising process, recommendation and evaluation forms, tip sheets on questioning and listening skills, and materials on other student service offices. The Idea Fair, initiated in 1979, is an informal event sponsored with the division chairpersons and faculty. Using colorful banners and tablecloths to create a festive atmosphere, faculty from each division staff booths arranged so that students may wander easily from group to group. Prior to the fair undecided majors receive invitations and questionnaires to stimulate their thinking on choosing a major. Each division prepares a one-page handout on each of its majors, and students are encouraged to discuss courses and career options. Faculty have discovered that the fair also gives them a good opportunity to interest students in taking at least one course from their department. For example, while a potential art major may not make a special trip to the philosophy department office, she may stop by the philosophy booth at the fair.

The director of advisement believes that the Idea Fair is just one of the successful components of Marymount Manhattan's academic advising program. She is especially pleased with the services offered to weekend and evening students. All students now have the benefits of one-to-one relationships with faculty advisers assisted by peers.

Faculty advisers are very supportive and appreciative of the program. Besides their advising duties, the advisers are encouraged by the director to attend policy planning sessions on topics such as student retention. Peer advisers also enjoy their involvement in the various advising activities. The positions provide peers with a certain amount of prestige on campus, opportunities to learn about other divisions, skills applicable to future careers, and the satisfaction gained from helping other students learn about Marymount Manhattan.

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Oregon State University

Advising and Student Services

Faced with declining enrollments and soaring attrition rates, the dean of Oregon State's College of Liberal Arts turned, in 1978, to the college's Office of Advising and Student Services for help. Over the past two years, that office's director has devised and implemented a multifaceted plan for student recruitment and retention which focuses on the needs of three distinct groups: high school seniors, community college graduates, and OSU freshmen. The program's fundamental goal is to upgrade student opinion of the liberal arts degree; enrollment figures from the past two academic terms indicate no small measure of success.

Recruitment, with its implications of hard selling and pie-in-the-sky, is too strong a term for OSU's approach to pre-college advising. "Preparation" approaches accuracy, as the staff has adopted the mission of helping students succeed at the university by easing their transition to campus life. This can be a difficult task. Freshmen at any school are deluged with paperwork, confined within unfamiliar schedules, intimidated by deadlines, and separated from home and family, often for the first time. Any of these situations is potentially demoralizing and can make the first weeks or months of the term a lonely and bewildering time. OSU's advising staff prefers to begin coping with these issues before students arrive on campus.

The Chancellor's High School Visitation Team is composed mainly of OSU professors who volunteer to represent the College of Liberal Arts in high school classrooms, although some members' participation is solicited by the advising staff. Any public high school in Oregon with 600 or more students may invite a team member to conduct a one-day workshop or a week-long course on the demands and rewards of an OSU liberal arts education. These sessions contain units on adjustment to all phases of campus life. Particular emphasis is placed on such essential skills as written and oral communication, proper study habits, effective time budgeting, and library research; visiting professors also discuss university procedures—as well as the forms each requires—with students.

Some caution must be exercised when visits are made to community college campuses. In order to maintain good working relationships with the administrators of these schools, OSU cannot seek actively to draw students away from them. Even so, the advising staff makes a point of sending representatives once a year to each community college in the state (twice a year to those with enrollments exceeding 10,000). Instead of conducting formal advising workshops on these campuses, the OSU representatives set up tables in common areas where they can meet with

students individually and discuss their plans for extending their education beyond the associate degree.

The high costs of transportation and faculty released time have created the necessity for alternative methods of disseminating information on OSU's programs to pre-college sudents. A group of OSU broadcast journalism majors have written and produced a 20-minute video cassette providing basic information on residence life and campus services as well as faculty and adviser profiles. The cassette will be available on request and free of charge to any of Oregon's 236 public high schools early this year. A mailing campaign will soon be underway by which every college-bound high school junior in the state will receive a letter describing OSU's programs and how best to prepare for them.

Getting students to enroll in the College of Liberal Arts is a problem the Advising Office appears to have brought under control. The number of entering students has increased seven percent annually since 1977, the year in which enrollments dropped to their all-time low and prompted the administration to take action. Once in the college, however, students must be given sufficient encouragement to stay. In this area, too, the Advising Office has taken the lead. With the advising director's assistance, a group of OSU students have designed a new orientation handbook which the office updates and publishes yearly. Its theme is "The University Wants You to Succeed," and it contains information on campus resources and instructions on how to contact the advising staff when necessary. The major section of the handbook is devoted to the general education requirements of the College of Liberal Arts, and offers students pointers on how to arrange their first year's schedules in such a way as to fulfill as many of these requirements as possible. The handbook also provides a list of faculty advisers and their office numbers for students interested in declaring or changing their majors. These advisers, in most cases the chairpersons of their departments, are students' primary resource for information on the requirements and possible outcomes of the major. Every student who enters the University with a declared major is assigned an adviser in that department; the advising director personally takes charge of counseling students without declared majors.

For students already enrolled at OSU, the Advising Office serves as a clearinghouse for information on the 18 departments of the College of Liberal Arts. A full-scale effort has been recently undertaken to publish descriptive materials on all departments in the college, not only for incoming students but for those undergraduates interested in changing their majors. The Advising Office has assumed the role of liaison between the university publications office and the liberal arts departmental chairs, and packets of brochures on the various departmental options are currently in preparation.

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Bowling Green State University

University Division

The Bowling Green University Division (UD) staff is concerned with the needs of incoming students who declare neither a major nor college of concentration. Since these undecided students are more prone to leave the university before graduating than their counterparts with definite academic or career plans in mind, certain special considerations are involved. Through its counseling staff, the Division encourages students to sample introductory courses from a variety of departments throughout the freshman year, with the hope that hidden interests and abilities may be brought out.

After the first year of operation it became apparent to UD administrators that the advising of undeclared students by faculty members placed unnecessary pressure on those students to declare majors in the departments represented by the advisers. As a result, advising duties have been reassigned to the directors of Bowling Green's resident halls. This arrangement seems to have minimized the potential problem of accessibility of advisers to the student body, although some residence hall personnel were reluctant at first to assume the additional responsibility. Whenever possible, students are assigned accomodations in the residence hall directed by their advisers; UD administrators try to limit the number of students in the charge of each counselor so that the advising functions may be balanced evenly against the primary responsibility to the residence hall.

Each counselor is expected to contact his or her advisees several times each quarter to discuss students' academic programs and possible solidification of plans. Special attention is given around pre-registration time, when students and their counselors meet and talk about current academic interests and the bearing they will have on the following quarter's course selections. As the need arises advisers may summon all their advisees together for informal discussion sessions on general education plans and values clarification.

Although the University Division is not a separate college, it does sponsor two courses. One, UD 100, The University Seminar, is particularly successful in orienting students toward the realities of college life. Classes are taught by teams of faculty members, advisers, and upper level students; enrollments are limited to approximately 20 students per section. As part of their coursework students investigate campus services and resources and interview university staff in order to better understand the hierarchy of the academic environment. Students must also complete a quarter-long project pertaining to some aspect of the value and meaning of higher education. Project format is open to student choice; library research projects and daily journals are among the most consistently popular.

The Division's other course, UD 131, is open to all levels of Bowling Green undergraduates. Entitled Career Planning and Decision Making, its emphasis is on exploring the relationship between the academic major and subsequent career. Class activities include researching the requirements for various occupations, assessing individual skills and interests, and meeting with employed professionals from the Bowling Green community. Both UD 131 and UD 100 are two credit-hour courses.

The Division's director states that its program of counseling and encouraging students to sample the university's general education offerings has been overwhelmingly successful. Over the past two years more than

80 percent of freshmen originally enrolled through the University Division have returned as sophomores in the following year. This represents a higher retention rate than the university in general. Most of those who return declare majors at the beginning of the sophomore year; those who remain undecided are counseled personally by the UD director.

The Division's major drawback, according to its director, has been the conspicuous lack of faculty interest and support of the advising programs. While most instructors agree that more students ought to enter the university as "college undeclared," most are unwilling to participate in the counseling process. Surveys of student opinions indicate, however, that the majority of undecided freshmen feel the resident advising staff to be competent and helpful, and that the opportunity to sample courses from many different disciplines is a valuable and rewarding experience.

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University of Rochester

Academic Advising Office and Information Counter

The University of Rochester's Academic Advising Office provides over 30 services to the student body, from advanced placement information to withdrawal counseling. The six full-time and two part-time professionals who make up the permanent staff have been trained in different areas of counseling; however each adviser must be prepared to handle any student problem that arises and know the other staff members' specialties well enough to make appropriate inter-office referrals.

The most visible component of the advising network is the Academic Information Counter, located in the hall just outside the Advising Office. At present the counter is tended constantly by at least one advising staff member between the hours of 8:30 a.m. and 5 p.m. on weekdays; a night phone line will soon be inaugurated. Many students are inspired to stop by the counter simply "because it is there;" others come seeking forms to initiate such academic procedures as pre-registration, pass/fail options, and the adding and dropping of courses. Students who wish to voice their opinions of faculty members or their courses will find comment, complaint and praise forms available from the advising personnel behind the counter; appointments with advising staff members and referrals to such university services as psychological and career counseling may be made there. In its eight years of operation the Academic Information Counter has become one of the university's most widely used services—the first place, says its director, that a student will take any sort of problem.

An unexpected result of the counter's success has been an unusually high level of cooperation between the faculty and the advising staff. During the week prior to preregistration, the advisers who regularly tend the counter are joined by faculty representatives who welcome questions on course scheduling, prerequisites, content, and credit. Conversely, academic advisers are frequently invited to participate in faculty study groups and committee work. A spokesperson for the Advising Office states that a great deal of mutual respect exists between the two groups, and that each seems to be fulfilling the other's expectations in helping students to make the important decisions that a university education demands from time to time.

According to the director of the Advising Office, sensitivity and a willingness to communicate are the key traits for the successful adviser. Advising staff members are encouraged to probe gently beneath the sometimes trivial reasons students give for stopping by the counter. For example, rather than simply providing drop slips to students on request, advisers are encouraged to ask students who wish to drop courses to give their reasons for taking such action; serious academic difficulties are often uncovered—and likely remedied—this way.

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Ocean County College

Paraprofessional Academic Advisers

By utilizing the talents of re-entry women and retired educators as paraprofesional academic advisers, the Ocean County College counseling staff has reduced the advising load of faculty by half without overextending their budget. The paraprofessionals serve as academic advisers during summer orientation, freshman advising, and preadmission counseling at the two-year college.

The need for additional advisers came to light in 1975 when increasing enrollment caused the adviser-advisee ratio to rise to 1-30. A survey conducted by the counseling office showed that 70 percent of the faculty and 73 percent of the students were dissatisfied with the academic advising program. Faculty felt overextended in their advising assignments, and students were frustrated by advising that consisted of signing off an enrollment form. In addition, the counseling staff found that it was devoting all its resources to freshman orientation during the summer.

At the direction of the college president and the dean of students, the counseling staff set out to remedy the advising problems. Faced with budget restrictions, the staff initiated an experimental program in 1976 that employed five part-time paraprofessionals. The impetus for employing paraprofessionals came from the success the staff had had with a Manpower employee who assisted with advising and from the visit of a retired educator who had volunteered his services.

The counseling staff discovered a wealth of individuals interested in working part-time as academic advisers.

Qualifications for the paraprofessional positions included interest in education, experience in counseling or working with college students, and the minimum of an AA degree in education, social science, or a related field with preference given to persons with BA or BS degrees. In addition to the education and experience requirements all the paraprofessionals participated in a 12-hour training program that introduced them to the college and various degree requirements and communication and counseling techniques.

The experimental program was a success. Five hundred freshmen were advised during freshman orientation and spring semester pre-registration by paraprofessionals. In a survey completed by 360 of the paraprofessional-advised students, 92 percent were satisfied with the program and felt comfortable with their advisers.

In 1977 the counseling staff expanded the program to include all freshmen during summer orientation and approximately 800-1000 freshmen during second semester advising. Because of departmental preferences, freshmen enrolled in visual communications, engineering technologies, and nursing are assigned to faculty advisers in those departments beginning with their second semester. The remaining students are assigned to faculty advisers beginning with pre-registration for the first semester of their sophomore year.

The responsibilities of the paraprofessional staff, which now numbers 12, are freshman orientation during July, August, and January; pre-registration for second semester freshmen; participation in on-campus registration and drop-add periods; pre-admission advising; and some evening advising for part-time students. During freshman orientation, for instance, paraprofessionals facilitate large group advising sessions that introduce students to the college and conduct small group advising periods during which the freshmen select their first semester courses. During second semester advising the students not assigned to faculty advisers by their departments visit the same advisers they had during the summer. The paraprofessionals meet individually with students to discuss educational and career plans, second semester courses, and remaining degree requirements.

All paraprofessionals meet with their advisees at the counseling office. The advisers participate in staff meetings and get to know the members of the counseling staff and their specialties quite well. Currently, the paraprofessionals do not work on a full-time basis between summer orientation and spring advising. Students who visit the counseling office during these times for additional academic advising meet with counselors or schedule appointments with their paraprofessional advisers. The goal of the program, according to the assistant director of counseling, is not to employ full-time academic advisers but to allow each paraprofessional adviser to work a few hours each week.

The training program for paraprofessional advisers has been expanded to include a self-instructional workbook and trainee guide. The workbook, complete with tests, covers such topics as the academic adviser's role, the division of student affairs, admissions and records, and the academic departments and their requirements. The original 12-hour training program is now 16 hours long and includes six training sessions conducted by the counseling staff. Besides orientation to the college and department requirements, paraprofessional trainees participate as co-leaders of advising groups. The counseling staff direct additional training sessions throughout the year as paraprofessionals identify problem areas.

The training program, according to the assistant director of counseling, is very complete. She has found that the paraprofessional advisers are often more thorough in their advising than are the faculty advisers. In addition, the paraprofessionals are more likely to refer students to a particular member of the counseling staff. The paraprofessionals provide students with a solid foundation on what is available at the college which allows faculty to concentrate on their own areas of expertise during sophomore advising. With their decreased advising loads, faculty members spend more time with their sophomore advisees.

The faculty are pleased with the paraprofessional program. They appreciate the reduced advising load and have few complaints about the freshman advisers. The counseling staff has kept the faculty up-to-date on the paraprofessional program by including information on the freshman advisers in the newsletter they distribute on campus. The inclusion of several faculty members' wives in the program has also increased its acceptance and visibility.

Each of the paraprofessionals has brought enthusiasm and a desire to interact with college students to the program. The assistant director is very impressed with the pool of people available for the program. The staff now includes four persons with master's degrees and eight persons with bachelor's degrees. Administrators are also pleased with the paraprofessionals and have demonstrated this enthusiasm by suggesting the paraprofessionals be given additional advising assignments.

The assistant director believes that the students have benefitted from the program. With the addition of the paraprofessional advisers, students have increased contact with staff members and are receiving a better picture of the college as a whole. The counseling staff has solved the problem of overextending the faculty while providing better advising experiences for both freshmen and sophomores.

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Pennsylvania State University-Fayette Campus

Division of Undergraduate Studies

Meeting the advisement needs of undecided majors enrolled in the Pennsylvania State University Division of Undergraduate Studies (DUS) is a select group of faculty advisers representing each of the ten colleges on campus. These specialists, called DUS-College advisers, assist the coordinator of DUS and academic advisement in advising the freshmen and sophomores assigned to the division.

Approximately 20 percent of the Fayette campus

students seeking baccalaureate degrees participate in DUS. Currently the largest academic unit on campus after the College of Engineering, the six-year-old division caters to undecided majors who wish to explore academic alternatives. By the end of their sophomore years these students must transfer to one of the university's ten colleges.

The DUS-College advisers assist students in making the decision on which college to enter as well as advising them on which courses to take. Working together, they develop an academic plan that allows the student to test his or her potential in particular areas and to determine which subjects interest him or her most. DUS students meet individually with the DUS-College advisers at the colleges rather than at the DUS office. Other responsibilities of the DUS-College adviser include keeping posted office hours at times convenient for both day and evening students, maintaining an up-to-date record of each advisee's progress, insuring that each advisee has accurate information on the university and its colleges, and providing current information on advising and administrative procedures.

The DUS coordinator interviews all potential DUS students during summer orientation and assigns each a DUS-College adviser. By discussing the undergraduates' objectives and motivations he often can determine that while the students are undecided, they are contemplating certain degrees. The coordinator then matches the students with a DUS-College adviser from the appropriate college.

Each of the ten DUS-College advisers is chosen by the coordinator. Although there have been personnel changes, most of the specialist advisers have been with DUS since its inception. They are selected by the coordinator for their ability to relate well with students, strong student orientation, reputation among faculty and administrators, and understanding of the advising process.

DUS has developed several programs to assist both their DUS-College advisers and the faculty advisers at the colleges. Primary among these is the in-service training of academic counselors for the freshman summer orientation. Counselors work one-to-one with students in interpreting the results of various placement tests, evaluating students' academic preparation, and assisting in the development of academic and career goals. Summer orientation students also meet with academic advisers who help them select their courses. Many of the counselors and advisers serve as DUS-College advisers during the academic year. To prepare for orientation counselors must attend a two-day conference conducted by DUS. Besides pertinent information about the university and its colleges and services, the counselors learn how to interpret the placement test profile that is completed for each incoming student. Counselors practice evaluating students' academic preparation using mock counseling folders. They view videotapes of the previous summer's orientation program and study how to improve the advising process. Each summer the coordinator of DUS and academic advisement attempts to draw new participants into the program. In addition to serving as training for DUS-College advisers, he hopes the conference and summer orientation program will provide faculty members from the various colleges with new advising techniques to share with their colleagues.

Another DUS advising aid is the student evaluation of advisers. Using a form developed by a subcommittee of the Fayette Faculty Senate, students rate advisers on a scale of 0 (needs improvement) to 4 (excellent) on such points as keeping appointments, discussing academic goals and progress, and developing congenial relationships. Advisers receive computer printouts listing their own mean score and the mean score of the total faculty. After reviewing the forms advisers can request training in their areas of weakness from the DUS coordinator. Administrators view advising as a subset of teaching and believe that all faculty must be involved in advising. They consider the student evaluation scores during faculty evaluations and reward excellent advising.

An additional advising service developed by DUS is the Fayette course guide. While Penn State compiles a list of courses available on all its campuses, the guide personalizes each course specifically offered at Fayette. Initiated in 1975, the guide is no longer distributed to students because of printing costs. All faculty and staff still receive copies and find it useful in providing details on courses in departments other than their own. For instance, an engineering adviser helping students choose humanities electives can look up Humanities 1 and find:

> HUMANITIES 1: VALUES OF THE WESTERN CULTURAL HERITAGE. PROFESSOR: Dr. Evelyn A. Hovanec. Office hours per week: 6. COURSE FORMAT: Lectures and discussions. ENROLLMENT: 30-35 majors and non-majors. THEME OF COURSE: Reading of classics of western literature and discussion of the values and ideas of western culture as expressed in these works. REQUIRED TEXTS: *Science and Human Values* by Bronowski; *Fathers and Children* by Turgenev; *Ethics* by Aristotle; *Aeneid* by Virgil; *The Stranger* by Camus; *Selected Poems* by Keats. TYPICAL WEEKLY ASSIGNMENTS: 100-150 pages of reading. Quizzes on the assigned readings. EXAMS: 3. 1 every three weeks or so; a non-comprehensive final and quizzes on assigned readings. PAPERS: 2 or 3 informal writings (paragraphs). OTHER COURSE REQUIREMENTS: Class attendance and active participation in discussions are mandatory. A journal for the ten weeks and one class presentation are also required. GRADING POLICY: Grades are derived from quizzes, 3 test grades, paragraphs, class attendance and class participation. TENTATIVELY SCHEDULED FOR: Spring term.

Beginning in academic year 1980-81 DUS is introducing a new service called the Learning Skills Program. Housed in the Learning Skills Center at the library, the program provides tutors in English and mathematics as well as various study skills. The coordinator hopes that students and faculty will use the center not only to receive intensive tutoring but also to refine skills. As part of the learning skills program a computer system is being developed to monitor the academic performance of all students. With funding from the Vice President for Undergraduate Studies, the coordinator and a computer specialist are setting up a system that will include each student's evaluation, biographical data, and updated schedule. Each faculty member will receive a printout on their advisees during the fifth week of each term prior to pre-registration. Key courses in each of the colleges have been identified to allow advisers to check students' deficiencies in certain areas. For instance, the basic courses necessary for science majors are calculus and chemistry. If a science major is earning poor grades in these courses, a notation on the printout will instruct the adviser to send the student to the Learning Skills Center. In the future, the coordinator would like to include

mid-term grades for each student in the pre-registration printout. By including this data advisers will have a better understanding of each student's progress during the term and before final grades are issued. The coordinator anticipates scheduling workshops on how to read and interpret the printouts which will be available for the first time in spring 1981.

Preliminary reaction to the new system is positive, and the faculty are receptive to a program they believe will help in their advising. Faculty response to the other DUS programs has also been positive. The coordinator finds that the DUS-College advisers are especially proud of their involvement in DUS. Their advising evaluations tend to be higher than those of most faculty advisers, and they enjoy working with undecided students as representatives of their colleges. DUS students rate the program very highly. As undecided majors they enroll in DUS with special needs. The coordinator of DUS and academic advisement believes that the division is successful in helping students clarify their academic goals and transfer to one of the university's colleges.

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Additional Programs

Bennington College, Bennington, VT 05201

Universal Counseling Hour—Individualized academic counseling has been an integral part of Bennington's philosophy since the college's founding in 1928. Traditionally no classes are scheduled between the hours of two and four o'clock on Wednesday afternoons, during which time students are free to visit the offices of their faculty advisers without making prior arrangements. Among the issues students bring to their advisers' attention are problems with assignments, questions about scheduling, arrangements for internships, and uncertainties regarding career plans. Small problems may usually be handled within the time limits of the Universal Counseling Hour, but referrals as well as additional meetings may be arranged. Currently, each Bennington faculty member is given charge of between 10 and 20 undergraduates, but since only approximately one-third of the faculty have shown an active interest in advising, administrators hope in the future to reduce the load of those who do not enjoy their advising assignments.
Lawrence E. Jacobs, Special Assistant to the President

Brigham Young University, Provo, UT 84602

Advisement By Computer (ABC) Program—Students at Brigham Young University are able to track their progress towards graduation at any time by visiting one of the university's 12 college advisement centers and having their adviser call up their academic records on a video display screen. The ABC system contains two computer files: the first stores all degree and general education requirements; the second contains a record of each student's classes. By matching the two files, students are able to check on what courses and requirements have been completed and what courses and requirements are lacking for their major. If a student is interested in changing majors, the adviser can match the student's files with the new major's requirements and see what courses are lacking in that area. In addition to receiving this information on request, all students may pick up a free printout of their "graduation evaluation report" once a semester at their college advisement center. The computer keeps track of requirements based on what was required when each student entered the university. According to the assistant dean/registrar, ABC is not a substitute for personal advising but is a tool that helps advisers accurately monitor their advisees' progress. He has found that the system helps students better understand their general education and degree requirements and eliminates excuses for not knowing about a particular requirement. Graduation evaluators are able to cut the time needed to evaluate each student for graduation from 20-45 minutes for hand evaluation to three to four seconds for an evaluation on the computer terminal or one minute for a computer printout.
Erlend D. Peterson, Assistant Dean/Registrar, Admissions and Records

Idaho State University, Pocatello, ID 83209

Retention Advising Program—In 1976, the administrative staff of ISU's College of Liberal Arts set out to reduce what they considered to be an intolerably high attrition rate. A steering committee assembled to study the problem drew up a list of criteria by which to identify those students most likely to drop out and recommended that students displaying those characteristics be given special attention by the advising staff. In the fall of 1977 a trial group of freshmen with low ACT scores and/or high school grades, uncertain academic goals, or weak interest inventory ratings were assigned to a specially-created subdivision of the Curriculum Advising Program (CAP), ISU's advising center for entering students. The Retention Advising Program (RAP) is staffed by a select group of faculty members who volunteer for the assignment and are approved by the steering committee on the basis of their previous advising records. The RAP advisers practice what they call "intrusive advising," becoming personally involved with their advisees and guiding them through various university procedures. The program's success was immediately demonstrated: 54 percent of the first group of RAP freshmen stayed on to become ISU sophomores, as opposed to 43 percent from the freshman class in general. Those RAP students who do not stay are routinely surveyed and generally express gratitude for the attention they have received from their advisers.
Rosemary N. Meyers, Coordinator, Curriculum Advising Program

University of Maine at Orono, Orono, ME 04469

Faculty Workshops on Advising Undecided Students—Faced with the challenge of advising undecided majors, even experienced faculty at the University of Maine at Orono felt uncomfortable dealing with materials outside their specific discipline. These faculty members were chosen to lead weekly seminars in Freshman Seminar in Advising, (FSA), a lecture-seminar course designed for undecided freshmen. The purpose of the course is to provide information on the value of a liberal education and assist students in planning their courses. Through large lectures and seminar groups of 15 to 20 students the faculty discuss such topics as student services, study and examination skills, the university's history, and administrative procedures. To assist faculty in preparing for the seminars, one-day workshops are conducted each Spring by the associate dean of the College of Arts and Sciences, counseling staff and faculty already involved in the program. The topics covered include interpersonal relations, career planning, and adolescent development. In addition, the seminar faculty participate in bi-monthly lunch meetings. At the lunches the seminar leaders discuss current problems and receive immediate feedback on possible solutions from their colleagues. The associate dean has found that at both the workshops and the lunches the most valuable information is provided by faculty who have previously participated in the program. They are able to relate their personal problems and triumphs in dealing with undecided students and demonstrate clearly that you can learn to communicate with students in areas outside your own discipline. One of the most effective communication tools discovered by the seminar leaders is a discussion of their own avocations. The students are interested in their professors' hobbies and often will open up and freely discuss their own interests and how these might relate to a course of study or career.
Elaine S. Gershman, Associate Dean, College of Arts and Sciences

University of Maryland, College Park, MD 20742

Mentor Program—Four hundred and seven freshmen were randomly chosen in Fall 1980 to participate in the second year of the University of Maryland, College Park Mentor Program. Designed not as an academic advising service but as a resource aid, the program employs both faculty members and student affairs personnel as mentors. No effort is made to match the students with mentors from their own departments. By assigning, for instance, a music student to a physics

professor, the director of the undergraduate advising center hopes that the student will look at his or her mentor as someone they feel comfortable with who can answer any question he or she has about the university. Students are assigned to mentors for their entire freshman year. Mentors contact their students three times a semester by letter and invite them to their offices six times during the year. Prior to the first year of the program mentors participated in a workshop detailing their responsibilities. For the second year of the program mentors were sent letters outlining their responsibilities which include, in addition to the letters and meetings, knowledge of campus activities and support services and establishing caring, continuing relationships with the students. The director has found that students rate the program very highly even if they never visit their assigned mentors. He believes that for many of the students just knowing that someone is available on the 36,000-student campus is important. In the future, the director hopes to identify those students who, because of academic, social, or cultural adjustments, may benefit most from the program.
Joseph Metz, Director, Undergraduate Advising Center

Mesa Community College, Mesa, AZ 85201

Assessment and Advisement for Student Development—This one-credit, self-paced course was developed by the staff of Mesa's Student Advisement Center to help students assess their academic potential and clarify their reasons for enrolling at Mesa. Over 1000 students and 30 faculty advisers participated in the pilot version offered in the fall of 1978. Credit is awarded upon completion of a six-unit workbook. At the outset, students visit and report on such campus services as the library, the financial aid office, and the career and job placement centers. Further assignments require students to list courses in which they have performed well previously and identify the skills from which their achievements resulted. In the final phase of the course students examine their academic and career goals in light of what Mesa can offer them; further course selections are based on whether students select two-year associate degree programs, four-year bachelor's degree transfer programs, or simply courses for personal enrichment. Faculty members are available for individual consultation on the requirements of their respective departments; the counseling staff handles the advising of students whose goals are not clearly defined. Based on the course's apparent success with Mesa students, the advising center staff has adapted the workbook for use by high school seniors. Of the 200 high school students who took the course in the spring of 1979, approximately 150 are currently enrolled at Mesa.
William Young, Director, Student Advisement Center

Ohio State University

University College—Ohio State freshmen spend their first full year of college under the supervision of the University College before being permitted to declare majors. During this time they receive individual and group counseling as well as initial exposure to the requirements of their projected fields of study. To fulfill the latter, each student chooses one of 20 Curricular Academic Programs (CAPs), 19 of which correspond to Ohio State's degree-granting divisions. The remaining CAP, called the General Baccalaureate Curriculum (GBN), is intended for students who wish to experiment among the university's offerings before making even a preliminary decision. During pre-term orientation, students are assigned, according to CAPs, to groups led by graduate advisers from fields as closely related to their advisees' CAPs as possible. These groups continue to meet twice a week for the duration of the first quarter. Listed in the catalog as UVC 100, the University Survey, this group counseling session introduces students to campus resources and includes units on university procedures, library research, and the particular CAP itself. Besides teaching, graduate advisers are expected to maintain regular office hours for individual counseling, both by appointment and on a drop-in basis. Advisers receive full tuition and stipends in exchange for 20 to 30 hours of teaching and counseling weekly. Although each adviser has charge of between 200 and 300 freshmen, University College directors believe that the individual attention students receive makes them comfortable in a large university.
Virginia Gordon, Coordinator of Academic and Career Advising

The following institutions have programs which have come to the attention of the *Forum*.

Heidelberg College, Tiffin, OH 44883

Total Student Development--Enrollment in each section of the required TSD workshop is limited to ten students, allowing for personalized discussion of students' educational, professional, and personal goals. Classes are led by teams of trained "facilitators"—usually one upper-level student and one faculty member—who guide students through exercises designed to bring about values clarification; facilitators also promote student involvement in campus and community activities.
Leanne O. Wolff, Co-Chairperson, Total Student Development Committee

Metropolitan State University, St. Paul, MN 55101

Individualized Educational Planning—This eight-week workshop helps adult students evaluate their previous educational and professional experience as a possible foundation for a Metro U. degree program. Students must choose areas in which they would like to gain greater competence—either through further coursework, internships, or independent study—and relate these areas to an individualized baccalaureate theme.
Elizabeth Shippee, Associate Dean

Miami University, Oxford, OH 45056

Residence Hall Based Advising for Freshmen—Each of Miami's 13 residence halls reserved for freshmen also houses a professional counselor and a student counseling assistant who are responsible for advising the approximately 250 students in that hall. The administration feels that such close contact is imperative for adequate supervision of students' academic, social, and personal progress and represents the only way students will receive the support vital to their survival in a large university.
Derrell Hart, Dean, Student Development

Passaic County Community College, Paterson, NJ 07509

Advisement Teams—Each faculty member is assigned to a three-member advisement team that specializes in a specific academic area. In addition to individually advising assigned students, the team members are responsible for training each other in the requirements of their specific degree programs, meeting as a group once every semester with all advisees assigned to the team to discuss study habits and topics of concern to their academic area, and staffing one desk at registration to insure that a knowledgeable person in their academic area is available to students at all times.
Naomi Yanis, Coordinator of Advisement

Stephens College, Columbia, MO 65215

Reducing Math Avoidance for Women Students Through the Training of Faculty Advisers—This two-day workshop for faculty members is co-sponsored annually by the math department and the counseling center at this Missouri women's college. Emphasis is placed on both the importance of math to nearly any profession and ways in which the anxiety it produces in many students might be reduced or eliminated through counseling.
Beverly Prosser Gelwick, Director, Counseling Service

Resources

Aitken, Carolyn E. and Conrad, Clifton F., "Improving Academic Advising Through Computerization." *College and University* 53 (Fall 1977): 115-123.

Aitken and Conrad describe the Academic Progress Report (APR), an advising tool pioneered at The University of Denver. Printed out quarterly, the APR lists by category the courses a student has already taken and what requirements each course fulfills. Students and their faculty advisers have found that the APR speeds up the advising process as it clearly delineates the requirements remaining to be met in both the student's major and the general education.

Astin, Alexander, W., *Preventing Students from Dropping Out*. San Francisco: Jossey-Bass, 1975.

Astin's book covers the problem of undergraduate attrition from a sociological point of view. The author uses statistics from an ongoing survey conducted by the Cooperative Institutional Research Program (CIRP) of nearly 3,000,000 students at approximately 900 American colleges and universities. Chapters contain discussions of such topics as who drops out of college and why, the impact of financial aid on a student's likelihood of leaving school, the effect of the campus environment as it is similar to or different from the home environment, and the importance of matching students with institutions that will suit their needs as a way of minimizing the problem.

Bonar, John R. "Developing and Implementing a Systems-Design Training Program for Academic Advisers." *Journal of College Student Personnel* 17 (May 1976): 190-198.

Bonar describes the adviser training program first implemented in 1972 at Florida State University. He recounts in detail the procedures to follow in using these seven steps: 1) clarify the instructional problems, identify the recipients of the training; 2) formulate instructional goals and objectives; 3) design evaluative measures for instructional goals and objectives; 4) determine instructional sequencing and method of presentation; 5) detail topical presentations of content and writing; 6) test trial instructional materials with selected personnel for revision purposes; and 7) evaluate finished materials with adviser trainees for purposes of continued program revisions.

Brown, Coke R. and Myers, Rosemary. "Student vs Faculty Curriculum Advising." *Journal of College Student Personnel* 16 (May 1975): 226-231.

The authors present the findings of a study of 223 Idaho State University freshmen which measured their first year academic progress and attitudes toward advisers. Students advised by students had more positive attitudes toward their advisers and lower drop rates than those advised by faculty.

Grites, Thomas J. *Academic Advising: Getting Us Through the Eighties*. AAHE-ERIC/Higher Education Research Report, no. 7. Washington, D.C.: American Association for Higher Education.

Grites presents an overview of the current status of academic advising on campuses today and briefly describes its history beginning with the irrelevance of advising in the tightly structured colleges of the 1800s, and continuing through the necessity of a personalized curriculum in the 1960s, and the emphasis on student retention in the 1970s. Other sections describe delivery systems, including advisement centers and peer/paraprofessional advising; and institutional interfacing, including advising activities by the registrar, student affairs office, faculty, and students. At the conclusion of his review of the literature, Grites lists eight recommendations that institutions can employ to insure effective advising programs. Among these are: identify one person whose primary responsibility is to coordinate the advising program, implement an adviser selection process, and establish an incentive or reward system. The report concludes with an extensive bibliography.

Grites, Thomas J. *Improving Academic Advising*. Idea Paper, no. 3. Manhattan, KS: Kansas State University Center for Faculty Evaluation and Development, 1980.

Grites believes that academic advising goes beyond course scheduling. In this paper he briefly describes what else should be included in the process: describing the general relevance of education, explaining the rationale for various school and departmental requirements, analyzing the student's study skills and habits, questioning student course selection, and exploring graduate school and career options. He also lists some of the skills necessary for effective advising, including effective listening, recognizing when students need additional counseling, and helping advisees evaluate choices and make their own decisions.

Hood, Albert B., ed. "On the Campus." *Journal of College Student Personnel* 16 (March 1975): 160-164.

This section contains five brief articles pertinent to academic advising. Of special interest are "Teaching Faculty Members as Academic Advisers" by Seligsohn and Kimmel, "Give-A-Damn: A Small Group Program for New Students" by Clack, and "The Academic Counseling Center: A Centralized Advising and Counseling Concept" by Siewert. The Seligsohn and Kimmel article describes the University of Southern Florida FOCUS program which employs faculty in advising and registering. "Give-A-Damn" is a six-week program at Illinois State University that provides new students with an orientation to the campus. The Siewert article focuses on the academic counseling center at the University of South Dakota and its incorporation of personnel from academic units with traditional counseling personnel.

Kapraun, E. Daniel, and Coldren, Doris W. "An Approach to the Evaluation of Academic Advising." *Journal of College Student Personnel* 21 (1980): pp. 85-86.

Administrators at the Fayette campus of Pennsylvania State University include student evaluation of faculty advising when evaluating faculty members' performance in instruction, research, mastery of subject matter and university and community service. Kapraun and Coldren describe the evaluation form which includes such dimensions as awareness and access to information, referral to other university offices, and attitude toward advising. They explain how administrators can use each faculty member's rating to determine an adviser's effectiveness.

Kapraun, E. Daniel, and Coldren, Doris W. "The Fayette Course Guide: Personalizing Academic Information." *Journal of College Student Personnel* 22 (1981).

The authors describe how they personalized Pennsylvania State University's multi-campus course guide by presenting detailed information on the methods employed by the Fayette campus faculty in teaching the standard courses. Included are examples from the guide, a review of its five years, and the steps to getting such a guide published.

Mash, Donald J. "Academic Advising: Too Often Taken for Granted." *The College Board Review* 107 (Spring 1978): 32-36.

Mash stresses the importance of an advising staff who care about student needs and suggests that two prerequisites for this are professional training and a more broad data base on incoming students. He suggests that the academic and career needs of the "new" college students—re-entry women and minorities in particular—are not adequately met. He concludes by expressing the desire that institutions devote more of their time and resources to the cultivation of the advising office.

McClusker, Ann M. and Osterlund, Blair L. "Community College Advising Model." *Personnal and Guidance Journal* 57 (February 1979): 319-320.

Linn-Benton Community College has developed a model that assigns students to group advising sessions using two broad categories. The first, student factors, divides students by decided or undecided and adequate skills or limited skills. Curriculum factors are used to group students according to desire for the transfer curriculum or desire for the occupational/technical curriculum.

National Academic Advising Association (NACADA), c/o Frank Dyer, Treasurer, Scates Hall 107D, Memphis State University, Memphis, TN 38152.

NACADA was established in 1979 to promote the quality of academic advising in institutions of higher education and to support the professional growth of academic advising and advisers. Thomas J. Grites, essayist in this issue of *Forum*, is the new president of NACADA. Individual and student memberships are available to persons whose interests or responsibilities are in the area of academic advising. Membership is $25 and includes a $25 reduction in conference fees, two newsletters, and conference proceedings.

National Academic Advising Association. *Proceedings of the Second National Conference on Academic Advising, Memphis, TN, 1978*. Memphis: 1978.

The proceedings, edited and compiled by Carl Chando, Memphis State University, include descriptions of programs presented by speakers at the Memphis conference. Over 50 presentations are listed, including "A Centralized Academic Advising Delivery System for Small Private Liberal Arts Colleges" by M. Keller, K. Stefanick, and J

Teusink, which describes how Aquinas College integrates its student and academic support services into an administrative unit called the Division for Student Development; and "Down the Yellow Brick Road: Moving Toward Professionalism in Academic Advising" by B. McClelland which argues that advising is a unique professional activity that incorporates three interrelated functions: administrative, information giving, and personal/career counseling.

National Academic Advising Association. *Proceedings of the Third National Conference on Academic Advising, Omaha, NE, 1979.* Memphis: 1979.

Titled "Impact: Advising for the '80s," this meeting was the first official conference of the newly incorporated National Academic Advising Association. Included are the keynote address, "Some Recent Discoveries and Developments in Career Assistance" by Dr. John Holland, Professor of Social Relations and Psychology at Johns Hopkins University; general session presentations, and summaries of paper sessions.

Zultowski, Walter H. and Catron, David W. "Students as Curriculum Advisers: Reinterpreted." *Journal of College Student Personnel* 17 (May 1976): 199-204.

After studying the completed questionnaires of Wake Forest University freshmen who were divided into groups of faculty-advised and student-advised, the authors found that student-advised freshmen: 1) gained useful information on what it's like to be a student; 2) had to turn elsewhere for authoritative information (e.g. the Dean); and 3) were less often referred to the Center for Psychological Services for personal counseling. The authors conclude that while student advisers are effective in communicating experiential advice, they are most valuable in combination with faculty advisers.

The Forum for Liberal Education

Volume III, No. 4

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The Forum for Liberal Education is a topic-oriented publication featuring a subject of importance for liberal education in each issue. It does not endorse or evaluate institutional activity. Rather, it describes various ways in which institutions of higher learning address important common concerns. Upcoming issues of the *Forum* will look at writing programs, uses of instructional technology, women's studies, and the study of ethnic groups. Contributions of program information from *Forum* readers are encouraged.

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